

Childminder report

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The environment for children is safe, welcoming and caring. Children have good relationships with the childminder. They are happy and feel safe and secure in her care. The childminder is responsive to children's needs and she meets these well. For example, children and babies approach her for cuddles when they are upset or tired. Children have fun and, overall, they experience a wide range of exciting activities. However, occasionally, some activities do not provide appropriate challenge for all children. Children are eager to join in and they are curious and inquisitive learners. They eagerly explore the foam, looking for and naming the different animals. They use their language skills well to describe the foam, such as saying it is 'cold' and 'squishy'. Children go on many outings and visits, where they can learn about their community, nature and the world in which they live. Children are developing respectful attitudes towards others, learning about difference, diversity and the beliefs of other people that live in their community. The childminder manages children's behaviour well and she is a good role model for them. Children are polite and they have high self-esteem. They smile as the childminder praises their achievements and take pride in their work. For example, children are eager to tell the childminder how many animals they have successfully found. They learn about the importance of right, wrong, sharing, taking turns and being kind to others. When they have minor disagreements with their friends, children talk about what has happened and how this makes them all feel.

What does the early years setting do well and what does it need to do better?

- The childminder is actively involved in children's play and through her interactions she guides, supports and motivates children. Children respond well to the childminder and they are attentive and listen well. Older children eagerly and confidently engage in conversations, expressing their own ideas and thoughts. Babies babble with excitement and start to copy words and actions.
- Children are busy and enthusiastic learners. For example, they have great fun in the tent, using their torches to explore light, dark and shadows. In addition, when building towers, children show the resilience to keep trying. They work things out and solve problems. For example, they discover ways to balance the bricks to stop their towers from falling.
- Children make good progress and develop the skills and knowledge in readiness for starting school. They are confident, curious and eager to learn. Children learn about different mathematical concepts and they show a great interest in stories and rhymes.
- The childminder tracks and monitors children's progress effectively. She knows children well and she understands their learning needs. Overall, she provides a wide range of stimulating activities to support children to make good progress in their learning. However, occasionally, when planning group activities, the

childminder does not always consider what children may gain from the activity.

- The childminder has very good relationships with parents. They share and exchange detailed information to promote continuity in children's care and learning. This includes working closely with other professionals, if children need any additional support or help. Parental comments about the service are very positive. They say the childminder provides a caring, nurturing and safe environment. They say communication is fantastic and that their children flourish and love spending time with the childminder.
- The childminder provides a healthy diet and good opportunities for children to take part in physical activities. Children independently manage their own personal care needs well.
- The childminder has successfully addressed areas to improve that were highlighted at the last inspection. For example, she manages children's behaviour effectively. The childminder continually reflects on what she does well and knows what she can improve. For example, she recognises that she has not had a sharp enough focus on her professional development over the last few years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of her role in safeguarding children. Through her risk assessments, she ensures the learning environment and resources are safe for children. Children develop a good understanding of risk and how they can keep themselves safe. For example, children discuss how to use equipment safely and they talk about how standing on their chairs can be dangerous. The childminder has a good understanding of child protection issues. She is fully aware of her role in reporting any concerns, so that she promotes and safeguards children's welfare. She is aware of the signs and symptoms of abuse. She is alert to signs that a child may be exposed to extreme ideas or behaviours.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- explore professional development opportunities to ensure practice and teaching is securely and consistently of high quality
- consider the needs and stages of all children when planning activities so that they are appropriately challenged.

Setting details

Unique reference number	EY372447
Local authority	Sheffield
Inspection number	10065783
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	26
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in Frecheville, Sheffield. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3 and provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Blackburn

Inspection activities

- The childminder completed a learning walk with the inspector to explain how she organises activities for children.
- The inspector evaluated an activity with the childminder and discussed children's learning.
- Discussions were held between the childminder and the inspector.
- The inspector spoke to children and considered the views of parents through written information provided to the inspector.
- The inspector sampled a range of documents, including children's records and suitability checks for the childminder and household members.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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